

Pupil Premium

April 2019 – July 2019

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Evidence shows that children from disadvantaged backgrounds:

* generally face extra challenges in reaching their potential at school
* often do not perform as well as their peers

It is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

This year the allocation is (indicated at) **£46,335**

**This is comprised of the estimated figure of £38,333**

**Plus £5000 Estimated PEP allowance**

**Plus £3000 Out of County allowance**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Barriers to learning at Hope High School:

1. Pupil reading ages are lower than age expectations and this affects the acquisition of literacy skills for the individual.
2. Facilitate 1:1 or small group work to engage pupils in reading.
3. Reading needs to have a higher profile across the school to promote pupil engagement.
4. Pupils with additional needs require high quality intervention programme.

It is proven that improving reading skills; understanding texts, improving vocabulary and developing reading for pleasure will improve literacy skills in the individual and therefore increase their chances of academic success.

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| Objective | Actions | Cost | Impact/ Outcome |
| Develop pupil interest in reading | Purchase the reading programme, Accelerated Reader to improve pupils' reading ages across the school. To close the gap between PP and non PP pupils across the whole school.  Training for VG and LOK  Pupils to become confident readers more in line with their chronological age.  Pupils become interested in reading for pleasure. | Accelerated Reader  £1,617. | Pupils will engage with reading more in school and make progress with their reading and comprehension skills.  Some pupils will discover enjoyment in reading for pleasure. |
| Engage staff member in 1:1 and/ or small group work | VG (TA3) to deliver 1:1 reading sessions and conduct the tests with pupils.  Track PP progress  Small group sessions to develop confidence/ enjoyment in reading  Equip Learning Resource Centre with Accelerated Reader promotional materials and monitoring system. | TA3 cost  £18,874 | Pupils are engaging positively in the reading programme. Pupils enjoy the 1:1 provision and actively seek out opportunities to go in there and read independently. |
| Promote reading throughout the school | Accelerated Reader to become established on the timetable with each class.  Teacher (LOK) works with TA3 (VG) in Learning Resource Centre; supporting/ directing and leading the AR reading programme.  Track progress every term and analyse data. | SLT/ Teacher time  £8,384 | LOK has established AR and reading as a settled part of the timetable. Pupils enjoy the lesson and read in response |
| Provide 1:1 work for pupils with dyslexia traits and support key staff in delivering interventions | JG to work collaboratively with LOK and VG in delivering a high quality intervention programme to pupils with additional needs. | Special Teacher  cost  £17,100 | Pupils are closing the gap between themselves and peers in the acquisition of Literacy Skills |
|  | Total | **£46,335** |  |

**Evaluating impact**

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| End of term impact | By whom | How | Summary of progress |
| Autumn: 20/12/18 | DH/ LOK/ VG | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data | All pupils are timetabled with short 1:1 reading sessions in class or in the Learning Resource Centre. PP funding is used to fund a variety of intervention strategies across school, where pupils can access 1:1 sessions to promote and encourage better learning and engagement. Pupils each have their own reading book in school. Also each class has Accelerated Reader as part of their timetable each week to promote the enjoyment of reading. Homework is sent home from AR each week and response is positive.  **Accelerated Reader progress:**  Autumn Term 18; there has been a **significant** increase in reading levels among some of the PP group 41 pupils):  -zero progress - 4  -1-11 months progress- 21  –12-18 months progress - 4  -18-37 months progress – 5  - Alternative Curricula – 7  73% pupils making progress  72% CLA pupils making progress |
| Spring: 5/4/19 | DH/ LOK | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data | All pupils are timetabled with short 1:1 reading sessions in class or in the Learning Resource Centre. PP funding is used to fund a variety of intervention strategies across school, where pupils can access 1:1 sessions to promote and encourage better learning and engagement. Pupils each have their own reading book in school.  Some pupils are provided 1:1 interventions with the specialist teacher for dyslexia to help improve vocabulary, develop coping mechanisms and develop literacy understanding  Also each class has Accelerated Reader as part of their timetable each week to promote the enjoyment of reading. Homework is sent home from AR each week and response is positive.  **Accelerated Reader progress:**  Spring Term 19; there has been a **significant** increase in reading levels among some of the PP group 40 pupils):  -zero progress - 6  -1-11 months progress- 19  –12-18 months progress - 6  -18-26 months progress – 1  -26-38 months progress – 1  - Alternative Curricula – 9  85% pupils making progress  80% CLA pupils making progress |
| Summer: 15/7/19 | DH/ LOK | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data | All pupils are timetabled with short 1:1 reading sessions in class or in the Learning Resource Centre. PP funding is used to fund a variety of intervention strategies across school, where pupils can access 1:1 sessions to promote and encourage better learning and engagement. Pupils each have their own reading book in school.  Some pupils are provided 1:1 interventions with the specialist teacher for dyslexia to help improve vocabulary, develop coping mechanisms and develop literacy understanding  Also each class has Accelerated Reader as part of their timetable each week to promote the enjoyment of reading.  Results do not include year 11.  There has been a change to staff delivering Accelerated reader this term and some pupils have struggled to manage the change, engagement in summer term assessments decreased.  **Accelerated Reader progress:**  Summer Term 19  Below progress 0-6 months –37%  Expectected Progress 6-9 months – 17%  Above Progress 10+ months – 46%  Expected and Above – 63%  - Alternative Curricula – 7  85% pupils making progress  80% CLA pupils making progress |